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ABSTRACT

This report will be of greatest interest for persons involved in adult high school completion programs, especially those teachers, counselors and administrators who are interested in making the students' educations relevant to their daily living. Through Project PLANE, a comprehensive assessment system and a coordinated referral system was developed in the Adult Basic Education and high school completion programs in the Wayne-Westland (MI) Community Schools. The project was innovative in that it provided a thorough assessment of student academic, vocational, and career abilities and interests, utilizing a variety of evaluation procedures tailored to the individual. For the first time in Michigan a system of vocational evaluation based on work samples (VITAS) was used to supplement traditional aptitude testing. A coordinated referral and enrollment system was developed to refer students to many program components simultaneously. Thus, students were able to acquire academic and vocational skills and support services in a sequential expedited manner creating a more employable individual. Project PLANE met its overall objectives. Strategies used to reach these objectives and recommendations for the implementation of new procedures are discussed. (Author/CM)

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PROJECT PLANE

PLACEMENT THROUGH ASSESSMENT OF NEEDS AND EDUCATION

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P.O. Box 30008
Lansing, Michigan 48909

GRANTEE: Wayne-Westland Community Schools
36745 Marquette
Westland, MI 48185

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TM 830048

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ABSTRACT

This report will be of greatest interest for persons involved in adult high school completion programs, especially those teachers, counselors and administrators who are interested in making the students' educations relevant to their daily living.

Through Project PLANE, a comprehensive assessment system and a coordinated referral system was developed in the Adult Basic Education and high school completion programs in the Wayne-Westland Community Schools. The project was innovative in that it provided a thorough assessment of student academic, vocational, and career abilities and interests, utilizing a variety of evaluation procedures tailored to the individual. For the first time in Michigan a system of vocational evaluation based on work samples (VITAS) was used to supplement traditional aptitude testing. A coordianted referral and enrollment system was developed to refer students to many program components simultaneously. Thus, students were able to acquire academic and vocational skills and support services in a sequential expedited manner creating a more employable individual.

Project PLANE met its overall objectives. Strategies uses to reach these objectives and recommendations for the implementation of new procedures are detailed in the appropriate chapters which follow.

INTRODUCTION

In recent years, many school districts in Michigan have experienced a rapid expansion of their Adult Education Programs. Frequently, the scope of these educational programs covers the entire spectrum of educational services, including remedial academics, G.E.D., English as a Second Language, vocational training, and other specialized programs. Structural changes in the state economy virtually assure that these programs will have a high level of enrollment. The resulting proliferation of Adult Education Programs has necessitated a system of assessment and coordination of services.

The Wayne-Westland Community Schools operates an extensive Adult and Community Education program with over 10,000 persons enrolled from Wayne-Westland and surrounding Western Wayne County communities. Due to the depressed economic conditions in this area, a vast number of these students are currently unemployed. They have returned to school for career direction and to acquire marketable educational skills. The need for a comprehensive system of vocational academic assessment and referral was most acutely felt by the Wayne-Westland Adult Students themselves.

Therefore, Project PLANE was designed to fulfill a multiplicity of needs at three different levels. First of all, the development and implementation of a comprehensive assessment and referral system was a priority of the Wayne-Westland Schools Adult and Community Education Department. Secondly, the Michigan Department of Education desired a special experimental demonstration project to provide adult educators with materials, strategies or programs that would increase the effectiveness of adult education in Michigan. Thirdly, in response to several

national priorities, as outlined in Volume 45, Number 66 of the Federal Register, the Project addressed: 1. the identification and preparation of students in new and emerging roles, particularly the development of non-traditional adult education techniques in competency assessment and applied performance testing and staff inservice in the use of these techniques; 2. the mastery of basic and life skills necessary to function effectively, particulary assessing the skill levels of individual adult learners as a basis for providing meaningful and effective developmental experiences with appropriate support services.

Project PLANE was created for the following reasons:

1. To institute a comprehensive assessment system for Adult Basic Education and high school completion students to determine specific academic, vocational, and support service needs.

2. To utilize the assessment system to develop an appropriate educational/career ladder for each ABE and high school completion student.

3. To enroll students in appropriate program components simultaneously, in order to eliminate duplication of effort and to provide a smooth school to work transition as appropriate.

4. To implement an evaluation component designed to measure:

   a. Success in helping students recognize, plan and implement their academic, vocational, and personal career and life goals.

   b. The number and kind of academic and vocational course offerings and support services available for Project participants.

   c. General cost effectiveness of implementing the Project both as a separate and projected integral component of the Adult Education Counseling System.

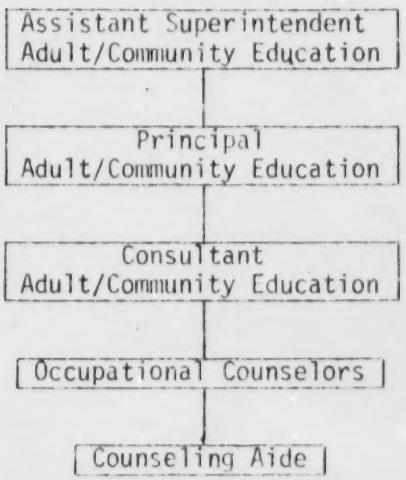
5. To develop and implement a coordinated student referral and enrollment system to be used in conjunction with the assessment system.

During the grant year, beginning July 1, 1981 through June 30, 1982, Project PLANE employed one full-time Occupational Counselor, two part-time Occupational Counselors, and one full-time Counseling Aide to handle the daily operation of the Project. The Principal of Adult and Community Education and the Adult and Community Education Consultant devoted time to the administration of the Project. In addition, the Internal Monitor evaluated the Project's success in meeting stated goals and objectives.

Project PLANE

ORGANIZATIONAL CHART

Wayne-Westland Community Schools



Project PLANE was also designed to develop inservice training for Wayne-Westland Adult and Community Education counselors so that the assessment and referral system would be continued in the Adult Basic Education and high school completion program after Project completion; and to provide other Michigan school districts with technical assistance and advice on how to implement the assessment and referral system in their own programs.

CHAPTER 1

THE ASSESSMENT SYSTEM

A comprehensive assessment system was developed and implemented by the Wayne-Westland Schools' Adult and Community Education Department. The assessment system contained the following six components: The Pre-assessment Interview, The Informal Assessment, Diagnostic Testing and Evaluation, Educational and Career Counseling, The Educational/Career Ladder, and the Individual Education and Employment Plan (IEEP).

During the grant year, four-hundred two (402) Adult Basic Education (ABE) and high school completion students were involved in the assessment process. Recruitment into the ABE and high school completion program was facilitated by Michigan's current economic situation. Under these conditions, our Project goals were more easily met.

Pre-assessment Interview

Upon initial enrollment, in either the ABE or high school completion program, adult students were scheduled for a personal pre-assessment interview with one of Project PLANE's three occupational counselors. The purpose of this interview is to obtain the background information needed to determine each student's diagnostic and evaluative needs. Completed in approximately one hour, these individual counseling sessions focused on the student's personal, health and educational history, present source of income, past employment, and current job skills. (See Assessment Interview Sheet, Appendix A). Prior to the interview, the Project Counselor informed the students of their rights under the Privacy Act, assuring them that all information would be treated in a confidential manner.

Informal Assessment

Immediately following the pre-assessment interview, an informal assessment of student need was made by the Project Counselor in the following areas:

_____ Aptitude Determination

_____ Vocational Evaluation

_____ Interest/Career Determination

_____ Vocational/Educational Referrals

_____ Self-Awareness

_____ Employability Skills

_____ Service Referrals

This checklist helped to identify which diagnostic tools should be administered and which barriers to education and employment needed to be overcome. (See Informal Assessment, Appendix A).

Diagnostic Testing and Evaluation

Diagnostic testing and evaluation was used to identify the students' skill level, academic abilities, career interests, self-awareness, and aptitudes. Diagnostic tools available to the Project were extensive and covered the full range of paper and pencil and hands-on items in many areas to be assesed. (See Evaluation Modules, Appendix B).

The full-time Occupational Counselor was trained in Philadelphia in July, 1981 on the Vocational Interest Temperament Aptitude System (VITAS), and the two part-time Occupational Counselors were trained to administer and interpret the VITAS in January, 1982. The staff of three Occupational Counselors was inserviced on the SINGER and MICRO-TOWER Vocational Evaluation Systems in September, 1981.

Diagnostic testing was conducted both on an individual basis and in class size groups. The testing was limited to the minimum number of tests necessary

to identify students' academic abilities, career interests, self-awareness, aptitudes, and marketable vocational skills. The testing tools most frequently used were Holland's Self Directed Search, The Michigan Occupational Information System (MOIS), The California Achievement Test (CAT), The Differential Aptitude Test (DAT), The General Aptitude Test Battery (GATB), and The Vocational Interest Temperament Aptitude System (VITAS).

After completing Holland's Self Directed Search and a MOISCRIPT, students made individual appointments to record their career information on the Michigan Occupational Information System (MOIS). The Project Counseling Aide assisted with job search and career exploration, and helped students determine their career interests on the MOIS. These sessions lasted approximately one hour.

The California Achievement Test (CAT), Differential Aptitude Test (DAT), and General Aptitude Test Battery (GATB) were administered by the Project staff in fourteen separate group sessions on the following dates:

GATB	CAT	DAT
November 23, 1981	February 9, 1982	January 8, 1982
November 24, 1981		January 19, 1982
December 1, 1981		May 6, 1982
March 15, 1982		May 11, 1982
March 16, 1982		May 12, 1982
April 26, 1982		
April 27, 1982		
April 28, 1982		

Results were hand scored by the Counseling Aide for immediate interpretation.

The aptitude measurements used by those students interested in pursuing additional education or vocational training after graduation were the CAT and the DAT. These scores identified problem areas needing further improvement. Total CAT/DAT testing time was approximately three hours.

The GATB helped students identify their potential to successfully train for or perform a particular type of work. It was developed by the United States

Department of Labor and consists of two sections. The first section, a traditional paper and pencil test, measures general learning ability, verbal, numerical and spatial aptitudes, and form and clerical perception. Section two is a hands-on measure of motor coordination and finger and manual dexterity. An interest checklist was also given to each student. Total GATB testing time was approximately three hours.

The Vocational Interest Temperament Aptitude System matched a students' aptitudes, interests, and temperaments to job requirements. This provided those students for whom the traditional paper and pencil tests didn't give a true measure of their abilities with an alternative. Included in this group were the Adult Basic Education (ABE) and English as a Second Language (ESL) students.

The VITAS Vocational Evaluation was purchased by Project PLANE in August, 1981, but due to parts shortages, was not fully operational until January, 1982. There were a number of students who might have profited from the VITAS evaluation had it been available in the Fall semester of 1981.

The VITAS consists of twenty-one work samples which are related to the sixteen worker groups from the 1979 Department of Labor's Guide for Occupational Exploration. Each hands-on work sample measures interests, temperaments, and skills so that adult students' capabilities can be evaluated as they relate to the world of work. The Project Counselors took notes on individual student performance, scoring each sample in total time and total errors. At the conclusion of the evaluation, vocational recommendations were made based upon the students' measured strengths and weaknesses. By requiring students to demonstrate aptitudes in worker-related situations, the VITAS gave our students an opportunity to try different kinds of work and gain insight into the diversity of their interests and skills. Since the

twenty-one work samples were administered on an individual basis, the total VITAS testing session lasted approximately fifteen hours. (See VITAS, Appendix B).

Educational and Career Counseling

Counseling was done individually and in small groups by the three Project Counselors. Results of the informal assessment and all testing and interest data were shared and evaluated with students, so that realistic educational and career goals were formulated. Through counseling, relevant information regarding employment opportunities, training and education programs, sex stereotyping problems, and labor market information was provided. The Adult Educational and Career Counseling Center was established in Room 102 at the Nankin Mills Learning Center in August, 1981. An additional Adult Educational and Career Counseling Center was established in September, 1981 for the adult evening students at Wayne Memorial High School.

In January, 1982, the Adult Educational and Career Counseling Center at Nankin Mills was expanded to include an additional room with adjoining counseling offices (Room 123). Room 102 then became a self-contained Testing and Evaluation Center. This provided the Occupational Counselors with more space to provide ongoing counseling services.

Educational and Career Ladder

As part of the counseling sessions, students were assisted by the three Occupational Counselors in developing a career ladder. This ladder provided a workable means of moving from present interests, abilities, and skills, to ultimate educational and career goals.

SAMPLE EDUCATIONAL/CAREER LADDER

Present Job:	Unemployed
Present Education:	Drop Out - Currently enrolled in high school
Interim Job #1:	Fast food service worker
Education Needed:	None
Interim Job #2:	Assistant Manager - Fast food chain
Education Needed:	High School Diploma
Interim Job #3:	Manager - Fast food chain
Education Needed:	Management courses - community college
Interim Job #4:	Assistant manager - hotel/motel
Education Needed:	Two year degree - community college
Interim Job #5:	Manager - small hotel/resort
Education Needed:	Additional courses - 4 year college/university
Ultimate Career Goal:	Manager - large urban hotel or resort property
Education Needed:	Four year degree - hotel/motel management

(Students may remain at any of the Interim Jobs for the remainder of their working life or may again begin to move upward on the ladder at any time until they reach their ultimate career goal.)

The career ladder provided a progressive career path and eliminated random job hopping, unrewarding job explorations, and random educational samplings. (See Educational/Career Ladder, Appendix A.)

Individual Education and Employment Plan (IEEP)

Upon completion of their career ladder, each student was assisted during an individual counseling session with the construction of a detailed Education and Employment Plan (IEEP). The IEEP included realistic educational and occupational objectives based on the interests and abilities of the

student as identified through assessment, diagnostic testing, and individual counseling. Contained in the IEEP was a high school completion program geared to the needs of the student, individualized data regarding occupational qualifications, employment barriers, educational and emplcyment opportunities, realistic career goals and personalized steps to reach them, a placement and job entry plan, and a semester progress report.

In the detailed "Steps to Reach Goals" section, space was provided for listing each step to be undertaken by either student or Project staff in moving toward ultimate career and academic goals. It included a time frame, specific activities to be pursued, results expected, and responsible persons. This format allowed our students to be aware at all times of their current status toward attainment of their career goals. (See Individual Education and Employment Plan, Appendix A.)

IEEP's were updated the Winter, 1982 semester for students who had completed the Educational Plan or left the program. Graduating students leaving school were given a copy of their IEEP and Ladder so that they could proceed individually with their Educational Plan.

CHAPTER II

THE REFERRAL AND ENROLLMENT SYSTEM

Through Project PLANE, the Wayne-Westland Schools' Adult and Community Education Department developed and implemented a coordinated service delivery system focusing on individual student needs. Through this system, our ABE and high school completion students received academic, vocational, and support services simultaneously, based upon the educational and career steps of the IEEP described in Chapter I. The Project Counselors met individually with students to discuss the availability of needed services and to select those programs which best met identified student needs. In an effort to eliminate duplication of services, referrals were made to other Wayne-Westland Adult and Community Education Programs, as well as to outside agencies, in order to develop an individualized program of service for each student.

The Project staff compiled basic information on available Wayne-Westland and community-based programs and services. This information was updated throughout the grant year, thoroughly acquainting the Project staff with existing programming geared to the needs of the ABE and high school completion student. In addition, an effective linkage network was developed with other organizations and school districts, and was utilized by Project counselors to provide services not available within the Wayne-Westland School District. (See Representative Linkages, Appendix B.)

A referral card was developed which introduced the student to an appropriate person within the program or agency where service or enrollment was desired. By providing pertinent information for both the student and the

intaking program, much red tape was eliminated. The Project counselor's name and phone number was included for reference. (See Referral Card, Appendix A.)

Wayne-Westland's Adult and Community Education Department offers comprehensive ABE and high school completion programs at both the Nankin Mills Learning Center during the day and at Wayne Memorial High School in the evening.

The Nankin Mills Learning Center established various Learning Labs utilizing an open enrollment policy, allowing students to register throughout the year. Besides providing greater flexibility for students, the open enrollment policy also permits ongoing referrals and enrollments from agencies such as the Michigan Employment Security Commission, the Department of Social Services, and the State Bureau of Rehabilitation with whom Wayne-Westland has cooperative agreements. Babysitting service is also available at Nankin Mills as a means of assisting students with family responsibilities.

Working closely with the academic counselors, Project PLANE Occupational Counselors enrolled many ABE and high school completion students in vocational programs at the William D. Ford Vocational Technical Center which opened in the Fall of 1981. This fifteen million dollar facility encompasses a respite care center for the severely handicapped, a therapeutic pool, senior citizens center, child care center, and a vocational technical high school providing vocational and occupational training to adults and youth alike. Programs operated there include welding, food management, graphics, commercial art/photography, industrial electronics, auto mechanics, data processing, culinary arts, child care training, and gerontology. These programs are in addition to vocational programming in clerical, electronics, computer, word processing and automotive for the under-educated adult.

There, our students received specialized training skills for entry level positions in a variety of vocations. This Center generated considerable community interest, motivating a large number of students to seek the services of Project PLANE.

Support service referrals were made to various community-based programs including Wayne County CETA Vocational Training, Health and Human Services and Mental Health Programs, the Michigan Employment Security Commission, and the State Bureau of Vocational Rehabilitation, as well as to numerous private agencies. Unfortunately, State and Federal budget reductions have limited the number of options (such as vocational training programs and government services) available to the disadvantaged and/or unemployed population. Many of our students fall into this category.

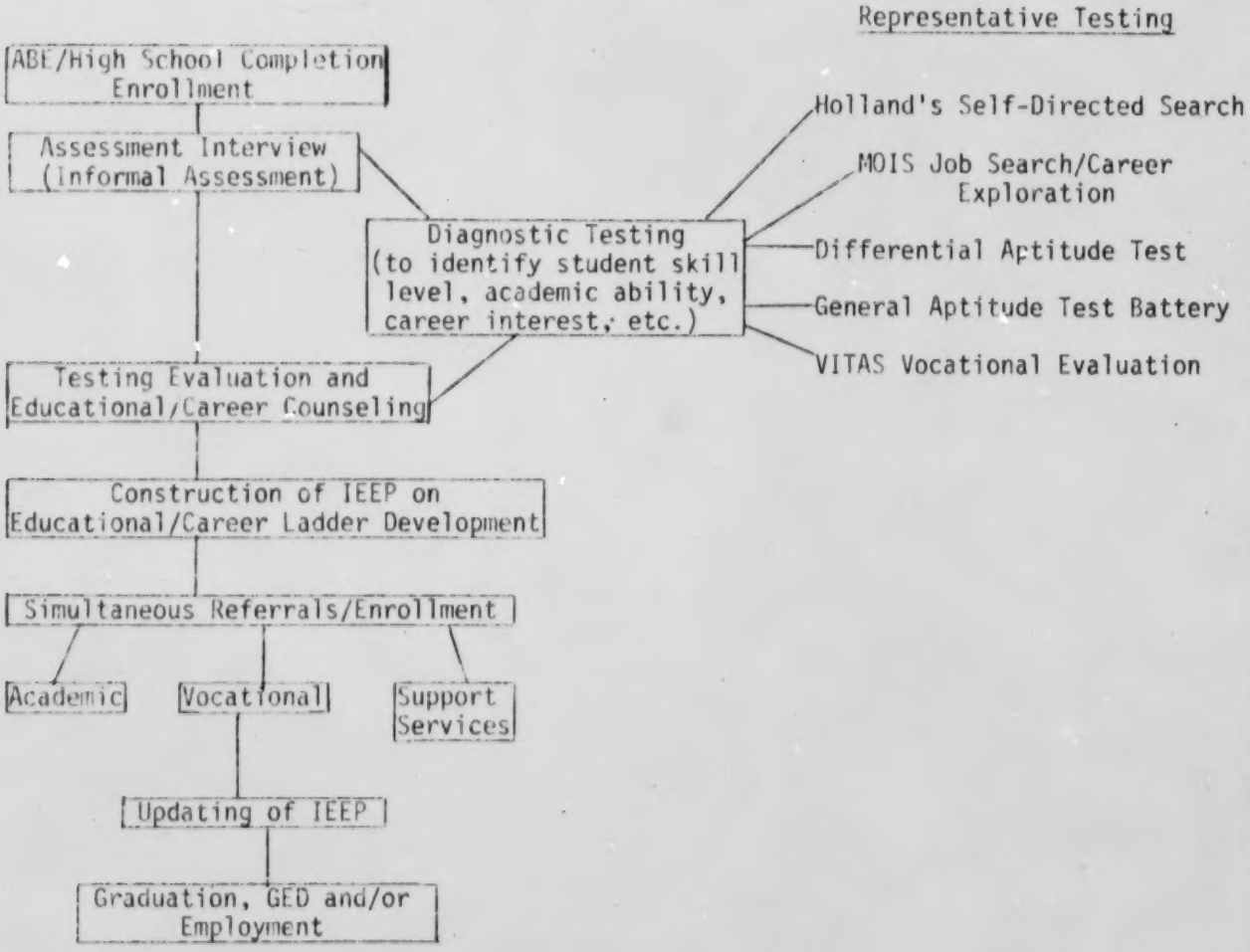
Employability Skills Seminars were held in May, 1982 at Nankin Mills Learning Center and Wayne Memorial High School. Program announcements were distributed to all ABE and high school completion students on both campuses. Although the workshops were open to all interested students, the June, 1982 graduates were the target audience and received counselor phone contacts. Wayne County Intermediate School District Consultants addressed the following topics in the two hour workshops: "Effective Job Search"; "Resume Writing"; and "How To Market Yourself". Students made individual appointments with the three Occupational Counselors after the workshop sessions to refine their resumes and the Counseling Aide then typed their final drafts.

The Occupational Counselors referred graduates to specific post-secondary academic and vocational programs as well as to the Alumni Resource Center for further assistance. Throughout the grant year, numerous phone contacts were made with students who had dropped out of school, giving Project Counselors the opportunity to update them on

current academic and vocational programming and to refer them to needed support services.

The Project PLANE referral and enrollment system has allowed students to receive the full range of appropriate academic, vocational and support services that they require in a timely and sequential manner.

PROJECT PLANE
Programmatic Flow Chart



CHAPTER III

PROJECT EVALUATION

In addition to any program evaluation design which deals with the processes involved while developing and delivering that program, there is also the question of the impact data, the effects which these processes have upon the intended recipients of the program. In order to evaluate the quality of those effects, a method must be developed which will measure the effects, and hopefully determine whether or not the effects are caused by the intervention of the program itself.

Project PLANE's primary student oriented objectives were examined in this regard early into the program itself in order to accurately describe the intended effects of the program. In their sharpened form under Project Goal III, the project's student impact objectives can be identified as Objective A through F inclusive. These six objectives form the basis for all the other processes and product objectives in Goals I, II, III, and IV. As such, they can be looked at as a fairly conclusive measure of the success of the main purpose of the project: the design and implementation of an adult assessment and referral system.

In order to measure the attainment or non-attainment of these six objectives, and thusly the overall success of Project PLANE, a procedure was devised by the Internal Evaluator and the Project Director and Staff, in conjunction with program monitors from the Michigan Department of Education. This process would yield certain data which, with appropriate limiting cautions, would serve to exhibit the actual program results in a tabular manner.

The total number of participants receiving the services of the project in some form or another was to be approximately 400 Adult Basic Education

and high school completion students during the 1981-82 school year. Since the delivery system was implemented before the final evaluation design was decided upon, three samples of this group received the measurement device.

A. A Pre-only group, those who did respond to the evaluation process but never experienced a formal exit process and thus could not participate in the post-evaluative process.

B. A Post-only group, those who were in the process of receiving formal project services and were able to participate in only the post-evaluative process.

C. A Pre- and Post- group, those who were able to participate in both the pre-evaluative process and post-evaluative process.

The evaluative process involved the administration of a questionnaire built around the six impact objectives mentioned previously. The pre-questionnaire was a simple listing of statements about the participants, with a request for response in the form of "Yes", or "No", or "Need Help/ Information". The post-questionnaire was quite similar to the pre-questionnaire, with only three further statements added to elicit more detailed information from the participant. The pre-questionnaire was administered at the first meeting with the student, usually in a large group orientation process. The post-questionnaire was primarily administered during the last contact with the student, usually the exit interview with the counselor.

The results of the use of this questionnaire are exhibited in the attached tables. Certain conclusions can be drawn based upon these data, and can be summarized in the following manner. (See Preliminary Evaluation Report, Appendix C.)

The data suggests that may of the participants do desire help in determining their aptitudes, interests, and abilities, and those who received the services of the project felt that they did know these

personal areas better after the services were received. Many of those for whom no post-evaluative criteria for this question was gathered did seem to feel that they did know their own abilities, interests, and aptitudes, and thus we may cautiously infer that there was no need for project services on their part.

In a similar manner, many of the participants who did desire more information about education and training programs available to them did feel as though they received it after program participation, whereas those who know of these already did not partake in the program, probably an informed decision on their part.

Continued data analysis reveals the same pattern. Those who indicated a need for help in the area of self-concept, goal setting, and program selection seemed to receive that help, at least according to their own perceptions. Those who indicated they had the information necessary for future planning did not choose to receive all of the services available to them, a choice which we may infer was a correct one. Post only questionnaire items were overwhelmingly positive in light of the participant objectives. The participants indicated they wanted to come to classes and complete their program of personal and career development.

In summary, on the basis of our sample, we suggest that Project Plane did achieve many if not all of its student impact objectives. The unexpected discovery was made that a questionnaire such as that employed may be used as a screening device for programs such as this. The potential student participants seemed to have correctly self-screened themselves without any great effort by the project staff. Those that did realize their needs did seem to have them filled.

CHAPTER IV

REPLICABILITY AND DISSEMINATION

Project PLANE served as a model for assessment and coordinated referral in an Adult Basic Education and high school completion program. However, the systems developed and implemented could be replicated effectively in many different settings. In an effort to promote the merits of the assessment and coordinated referral systems, a dissemination package of materials was assembled.

Included in the dissemination package were sample forms for the pre-assessment interview, informal assessment, Education/Career Ladder, Individual Education and Employment Plan and supporting materials for diagnostic testing and evaluation. Instructions for setting up the systems, using the forms, and developing the Educational/Career Ladder and IEEP were provided.

An audio visual presentation on the Project was also prepared. It consisted of a thirteen minute slide show, accompanied by a narrated text, detailing the need to which the Project responded, the implementation setting, and progression through the five program components. (See Slide Presentation Script, Appendix D.)

In addition to inservicing both the Nankin Mills and Wayne Memorial adult students and teaching staff each semester, the Project staff provided dissemination package of materials plus technical assistance and advice to adult educators in other districts. At the Seminars in Adult Education for Macomb, Monroe, Oakland, and Wayne Counties held at the Ten Eyck Center in Dearborn, the Project PLANE staff presented a "Vocational Assessment Package for Adults". This presentation featured overhead transparencies detailing student's progress through each of the five

program components. The group then familiarized themselves with the Vocational Interest, Temperament Aptitude System (VITAS) work samples.

Adult educators from the Livonia and Lansing School Districts met with the Project staff at the Wayne-Westland Community Schools Educational Social Service Center in Westland to share materials, procedures and strategies. Several members of the Franklin Adult Center's staff (Detroit Public Schools) were inserviced on Project PLANE at the Nankin Mills Learning Center. The Franklin staff observed our adult students working in the Adult Testing and Evaluation Center and spent several hours familiarizing themselves with the VITAS Vocational Evaluation work samples. In order to provide inservice training for the Wayne-Westland Adult and Community Education counselors, so that the assessment and referral systems may be continued after Project completion, the Project staff conducted a workshop at the Wayne-Westland Counselors 16th Annual Conference in Windsor, Ontario. This March, 1982, workshop dealt with "Adaptation of the Vocational Assessment Package" with guidelines on how to modify assessment for use in their programs.

Our slide presentation was shown to faculty members from the William D. Ford Vocational Technical Center as well as to our teaching staff and students. The Project counselors have also spent a considerable amount of time on personalized assistance. The diverse background of the Project counselors helped substantially in the dissemination. Their extensive ties within the district facilitated the dissemination process and generated interest in the program.

The Project PLANE staff has implemented the Project into the Adult Basic Education and high school completion program as a new Occupations Lab. Project PLANE and the new Occupations Lab were the subject of a feature story in the Observer Newspapers. The publication of the article was synchronized with ABE and high school completion pre-registration for the Fall, 1982, semester.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

An assessment program of this nature works best in an environment which is supportive of vocational training and adult education. It is especially recommended for areas in which economic dislocation has occurred and therefore a greater need exists for re-training.

Various ways of financing such a center should be explored. Since the initial costs of the program are relatively high, the program becomes more cost effective if it is spread over a longer period of time. The three primary resources are: (1) local school district support (2) state aid (3) private sector. To take better advantage of the available resources, Project PLANE will be continued as an Adult Education course called Occupations Lab.

Staffing a program of this nature is very critical due to the heterogeneity of the student body. Occupational counselors from different backgrounds lend strength and diversity to the program. In our experience, the following skills were found to be the most useful: personal and group counseling, vocational assessment and evaluation, curriculum planning, and adult education instruction.

Student accessibility to other programs, transportation and resources is a necessity. Therefore, the location of the counseling/assessment center is critical to the program success.

Easily overlooked is the fact that testing/evaluative materials should be purchased well in advance of program as lack of these materials may hinder program effectiveness. Arrangements for VITAS and GATB inservice training are best made prior to project commencement.

The assessment system can be fruitfully expanded into other school areas like the K-12 program, post grads, and the alternative programs. We strongly recommend that these services be provided to the high school program, as part of the counseling curriculum. In school districts with separate vocational training centers, these services should be integrated into the existing vocational counseling structure, facilitating the transition between academic and vocational programs.

It is also recommended that the counseling assessment center adopt an open-door policy, servicing any adult over 18. This center should include expanded Mois usage offering job search and career exploration counseling to all interested adults.

Our evaluative process revealed that Project PLANE served a real need and may participants gained significantly more insight into their aptitudes, interests, and abilities. The Adult Education staff felt the counseling assessment center facilitated their work and in turn fully supported Project PLANE.

GLOSSARY

ABE:	Adult Basic Education
ESL:	English as a Second Language
MOIS:	Michign Occupational Information System
CAT:	California Achievement Test
DAT:	Differential Aptitude Test
GATB:	General Aptitude Test Battery
VITAS:	Vocational, Interest, Temperament, Aptitude System
IEEP:	Individual Education and Employment Plan

DE-4044-A
4/81

State Contact Number
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Michigan Department of Education
DEPARTMENT SERVICES
Box 30008, Lansing, Michigan 48909

CERTIFICATION OF PROJECT CLOSEOUT

Recipient Agency	Recipient Code	Project Number
Wayne-Westland Community Schools	82-160	1171-81003

DUE DATE: Before 90 days following ending date of project.

MAILING INSTRUCTIONS: Return ONE copy to the STATE address indicated above.

This certified that to the best knowledge of the undersigned:

A. The total expenditures of $ 87,213 for the above project represent all charges incurred by this agency.

B. Equipment items approved through the application process amounted to $ 8,284; Actual equipment expenditures were $ 8,284. The equipment items have been tagged, inventoried, and records are available for inspection.

C. This agency accepts the total of $ 87,213 (Amount shown in A above) in payments from the state and assigns all refunds, rebates, proceeds from sales or returns and other miscellaneous receipts as they may occur to the state.

D. All records supporting costs will be retained per the retention/disposal schedule EDGAR (Part 100B-100b 730-734).

Accounting records and cost reports are located at 36745 Marquette Street
Westland, Mich. 48185
under the supervision of John M. Baracy

Equipment inventory records are located at Nankin Mills Room 102
Westland, Mich. 48185
under the supervision of Bill Richardson

John M. Baracy — Assistant Superintendent Bus & Finance — 9-30-82
(Signature) (Superintendent or Authorized Designee) (Date)

BEST COPY AVAILABLE

S FORM MUST BE RETURNED *** THIS FORM MUST BE RETURNED *** STATE CONTACT NUMBER (517) 373-1963

044 FINAL EXPENDITURE REPORT — MICHIGAN DEPARTMENT OF EDUCATION — FORM CONTROL
GRAM...R6312 — DEPARTMENT SERVICES — NO. 82033011
DATE..06-26-82 — BOX 30008 LANSING MICHIGAN 48909
OF

REPORT PREPARED FOR:	RECIPIENT CODE	STATE CODE	SOURCE & PROJECT NUMBER	PROGRAM NAME	APPROVED AMOUNT.....$87,213
E WESTLAND COMMUNITY SCHOOLS	82160	6731	117181003	ABE SEC 310 PROJECTS	

RTANT: READ THE ENCLOSED INSTRUCTIONS BEFORE ATTEMPTING TO COMPLETE THIS FORM.
DATE: 30 DAYS AFTER FINAL PAYMENT BUT NOT LATER THAN 90 DAYS AFTER PROJECT ENDING DATE.

LING INSTRUCTIONS: DISTRICTS-(MAIL TO ISD FOR KEY PUNCHING) ISD-(MAIL TO ABOVE ADDRESS)
POST SECONDARY AGENCIES-(KEY PUNCH AND MAIL TO THE ABOVE ADDRESS)

T 1. EXPENDITURES: MAKE ADDITIONAL COPIES IF NEEDED

CTION E NAME	SALARY	SERVICES	OTHER	TOTAL	BUDGET
Improvement Instruction	61,744	582	160	62,486	58,640
Office Supplies			242	242	243
Communications		1,128		1,128	1,128
Employee Benefits			11,872	11,872	15,717
Capital Outlay			8,284	8,284	8,284
Indirect			3,201	3,201	3,201
TOTAL EXPENDITURES...	61,744	1,710	23,759	87,213	87,213

T 2. EXPENDITURE SUMMARY:

	PAID		PAID
FEDERAL..	87,213	STATE/LOCAL..	-0-

T 3. CERTIFICATION:
I CERTIFY THIS REPORT WAS PREPARED BY OR WITH THE CO-OPERATION OF THE BUSINESS MANAGER AND ARE PROPER CHARGES TO THE PROGRAM.

Carl M. Ryan — SIGNATURE — 9-30-82 — DATE

29

30

APPENDIX A

Wayne-Westland Community Schools

Project PLANE

Assessment Interview Sheet

Date: _____

PERSONAL DATA:

Name: _____
(Last) (First) (Middle)

Address: _____
(Number and Street) (City) (Zip)

Social Security Number: _____

Home Telephone Number: _____

Emergency Telephone Number: _____

Age: _____ Date of Birth: _____

Ethnic Group: White_____ Hispanic_____ Black_____ Oriental_____

Am. Indian_____ Arabic_____

Language Spoken in Home: _____

Veteran Status: Veteran_____ Non-Veteran_____

If a veteran: Dates served: _____

Branch/Location on duty: _____

Marital Status: Married_____ Single_____ Separated_____

Divorced_____ Widow/Widower_____

Number of children: _____ Number of children in the home: _____

Ages of children: _____

U.S. Citizen: Yes_____ No_____

Student (currently enrolled): Yes_____ No_____ Location: _____

_____

PHYSICAL DATA:

Any defects in hearing?_____ In vision?_____ In speech?_____

Other health problems, physical defects, deformities or permanent injuries which would affect your participation in the Educational/Vocational Program or future employment?

_____

_____

_____

To what extent are the above problems correctable?_____

_____

_____

_____

Are you currently receiving other services (i.e., counseling, special medical services, etc.)?

_____

_____

_____

Are there any special problems which would interfere with your ability to do well in this program?

_____

_____

_____

_____

How did you hear about this program?_____

_____

_____

_____

EMPLOYMENT DATA:

Are you currently employed?_____

Is your spouse?_____

Business Name:_____

Business Phone:_____

Business Name:_____

Business Phone:_____

If hourly, number of hours worked per week:_____

Benefits received:_____

Source of income if not currently employed:_____

Benefits received:_____

Concerning future employment:

What benefits, if any, will be needed?_____

Acceptable minimum salary:_____

Hours desired to work:_____

How far would you be willing to travel for employment?_____

EMPLOYMENT HISTORY:

Begin with current position.

Name and address of company:_____

_____

From: Month and Year_____ To: Month and Year_____

Job Title:_____

Job Description:_____

_____

_____

_____

Name and address of company: _____

_____

From: Month and Year _____ To: Month and Year _____

Job Title: _____

Job Description: _____

_____

_____

_____

Reason for Leaving: _____

Name and address of company: _____

_____

From: Month and Year _____ To: Month and Year _____

Job Title: _____

Job Description: _____

_____

_____

_____

Reason for Leaving: _____

Name and address of company: _____

_____

From: Month and Year _____ To: Month and Year _____

Job Title: _____

Job Description: _____

_____

_____

_____

Reason for Leaving: _____

EDUCATIONAL DATA:

Begin with the most recent educational experience and list all schools attended back through high school.

School Name:_____

City:_____

From/To:_____ Highest grade completed:_____

Major/Program/Course:_____

School Name:_____

City:_____

From/To:_____ Highest grade completed:_____

Major/Program/Course:_____

School Name:_____

City:_____

From/To:_____ Highest grade completed:_____

Major/Program/Course:_____

School Name:_____

City:_____

From/To:_____ Highest grade completed:_____

Major/Program/Course:_____

Participation in other training programs?_____

Hobbies or special interests: _____

_____

Current job skills: _____

_____

_____

_____

_____

_____

_____

_____

Which of the above job skills do you feel you perform best? _____

_____

_____

Job interests: _____

_____

At this point in your life, what do you feel were the major obstacles that prevented you from attaining your career goals? _____

_____

_____

Means of transportation: Car_____ Bus_____ Other_____ None_____

Are there any external factors which might cause problems, i.e., child care, transportation, marital, etc. _____

_____

Do you have a current resume/data sheet? _____

What would you like this career/educational assessment (Project PLANE) to do for you? _____

_____

_____

Signature of client: _____ Date: _____

EM:cs 8/81

Wayne-Westland Community Schools

INFORMAL ASSESSMENT

(To be completed by Occupational Specialist after Assessment Interview)

DATE: _____

_____ appears to need assistance in the following areas:

_____ Academic Abilities

_____ Aptitude Determination

_____ Vocational Evaluation

_____ Interest/Career Determination

_____ Vocational/Educational Referrals

_____ Self-Awareness

_____ Employability Skills

_____ Service Referrals

ACADEMIC ABILITIES	Referral	Date Completed
_____ Wide Range Achievement Test (WRAT)	_____	_____
_____ Diagnostic Reading Scales	_____	_____
_____ Adult Basic Inventory	_____	_____
_____ Woodcock Reading Mastery	_____	_____
_____ Criterion Reference Tests	_____	_____
_____ Sanford Diagnostic Math Test	_____	_____
_____ Botel Word Opposites	_____	_____
_____ _____	_____	_____

APTITUDE DETERMINATION

_____Differential Aptitude Test

_____General Aptitude Test Battery

_____Peabody Picture Vocabulary Test

_____

VOCATIONAL EVALUATION

_____VITAS

_____MICRO-TOWER

_____SINGER

_____JEVS

_____Valpar-Pre-Vocational Readiness Battery

_____VIEWS

_____McCarron-Dial Evaluation System

_____

INTEREST/CAREER DETERMINATION

_____MOIS Interest Inventory

_____Holland's Self-Directed Search

_____Ohio Vocational Inventory System

_____Strong Campbell Interest Inventory

_____Wide Range Interest and Opinion Test (WRIOT)

_____Quick Job Hunting Map

_____Interest Check List (GATB)

_____

VOCATIONAL/EDUCATION REFERRALS

_____William D. Ford Vocational Center

_____CETA Vocational Training Programs

_____

_____

SELF-AWARENESS

_____Group Counseling

_____Individual Counseling

_____

_____

EMPLOYABILITY SKILLS

_____Resume Development

_____CETA/Job Club

_____Displaced Homemakers

_____

SERVICE REFERRALS

_____Child Care

_____Transportation

_____Legal Assistance

_____Rehabilitation

_____Job Referrals

_____

_____

_____

EMERGENCY AID

_____Shelter

_____Food

_____

HEALTH

_____Medical

_____Dental

_____Optometrics

_____

Wayne-Westland Community Schools

Project PLANL

INDIVIDUAL EDUCATION/EMPLOYMENT PLAN

EDUCATIONAL/CAREER LADDER

Name_____ Date_____

Present Job:_____

Present Education:_____

INTERIM JOB #1_____ _____
DOT Code

Educational/Vocational Skills Needed:_____

_____

Alternative Interim Goals:_____

_____

INTERIM JOB #2_____ _____
DOT Code

Educational/Vocational Skills Needed:_____

_____

INTERIM JOB #3_____ _____
DOT Code

Educational/Vocational Skills Needed:_____

_____

INTERIM JOB #4_____ _____
DOT Code

Educational/Vocational Skills Needed:_____

_____

Ultimate Career Goal:_____

Educational/Vocational Skills Needed:_____

Evaluator's Signature_____

High School Completion Program

Student Name: _____ Date: _____

T=Transfer F'81/W'81=Wayne-Westland I=In Process

ENGLISH	GRADE	CODE	UNIT CREDIT
1. Writing Course			
2. Literature Course			
3.			
4.			
MATHEMATICS			
1.			
2.			
SCIENCE			
1.			
2.			
SOCIAL SCIENCE			
1. American History:			
2. American History:			
3. American Government:			
4. Social Science Related:			

ELECTIVES

	GRADE	CODE	UNIT CREDIT		GRADE	CODE	UNIT CREDIT
1.				10.			
2.				11.			
3.				12.			
4.				13.			
5.				14.			
6.				15.			
7.				16.			
8.				17.			
9.				18.			

Earned credits to date _____ Expected date of completion _____

STEPS TO REACH GOAL

I. Diagnostic Testing and Evaluation____ Employability Skills_____

Activity/Component:_____

Results:_____

_____

_____

Dates/Time Involved:_____

Responsible Persons:_____

Activity/Component:_____

Results:_____

_____

_____

Dates/Time Involved:_____

Responsible Persons:_____

Activity/Component:_____

Results:_____

_____

_____

Dates/Time Involved:_____

Responsible Persons:_____

Activity/Component: _____

Results: _____

_____

_____

Dates/Time Involved: _____

Responsible Persons: _____

Activity/Component: _____

Results: _____

_____

_____

Dates/Time Involved: _____

Responsible Persons: _____

II. William D. Ford Vocational Center____

Course/Program: _____

Semester/Time Involved: _____

_____

Course/Program: _____

Semester/Time Involved: _____

_____

III. Wayne-Westland/Linkage System Referrals

Program/Service: _____

Course/Activities: _____

_____

Results Expected: _____

_____

Date: _____

Program/Service: _____

Course/Activities: _____

_____

Results Expected: _____

_____

Date: _____

Program/Service: _____

Course/Activities: _____

_____

Results Expected: _____

_____

Date: _____

Program/Service: _____

Course/Activities: _____

_____

Results Expected: _____

_____

Date: _____

Summary of client's present qualifications in relation to occupational goals:

Skills/Training: _____

_____

Work Experience: _____

_____

Career Interests: _____

_____

Career Aptitudes: _____

_____

Employment Barriers: _____

_____

EVALUATION

Specific Student needs:

Educational Objectives:

Occupational Objectives:

Recommendations:

PLACEMENT AND JOB ENTRY PLAN

To Be Completed		Date Completed
_____	A. Establish a network of contracter per counselor/ participant agreement	_____
	B. Research the following employer:	_____
_____	1. _____	_____
_____	2. _____	_____
_____	3. _____	_____
_____	4. _____	_____
_____	C. Update Credentials File	_____
	D. Submit Application	
_____	1. _____	_____
_____	2. _____	_____
_____	3. _____	_____
_____	4. _____	_____
	E. Submit Resume/Letter of Application/Credentials	
_____	1. _____	_____
_____	2. _____	_____
_____	3. _____	_____
_____	4. _____	_____
	F. Interviews	
_____	1. _____	_____
_____	2. _____	_____
_____	3. _____	_____
_____	4. _____	_____

To Be Completed | Date Completed

G. Appropriate Interview Follow-Up

_____ 1. _____ _____

_____ 2. _____ _____

_____ 3. _____ _____

_____ 4. _____ _____

H. Position Accepted

Firm Name: _____

Address: _____

Phone: _____

Supervisor: _____

Salary: _____

Hours: _____

Start Date: _____

PROGRESS REPORT

DATE:

EDUCATIONAL/VOCATIONAL UPDATE:

COMMENTS:

DATE:

EDUCATIONAL/VOCATIONAL UPDATE:

COMMENTS:

REFERRAL CARD

EDUCATIONAL & CAREER COUNSELING SERVICES
Adult/Community Education
Wayne-Westland Community Schools

_____ has been referred to

_____
(Contact Person)

_____
(Agency/Program)

_____
(Address)

_____
(Appointment/Time/Date)

Date of Referral_____

Referring Project PLANE Counselor_____

Phone:_____

APPENDIX B

EVALUATION MODULES

JEVS - Jewish Employment/Vocational Service

A combination of 26 work samples used to measure 16 work aptitudes associated with over 20,000 different jobs.

Valpar - Pre-Vocational Readiness Battery

Designed to meet the assessment needs of the low level student. The system consists of five distinct sub-tests, incorporates a hands-on method of assessment, and requires little or no reliance on client language or reading skills.

MICRO-TOWER

A series of thirteen (13) work samples which evaluate verbal skills, numerical skills, clerical perception skills, motor skills, and spatial skills.

VIEWS

A sixteen (16) work sample system developed to meet the needs of the mentally impaired and culturally deprived. It requires no reading ability and stresses practice and training to mastery before actual evaluation.

McCarron-Dial

The system is designed to describe the individual's abilities and limitations in cognitive, emotional coping, and sensorimotor function;

provide predictive information regarding work potential; suggest appropriate strategies for rehabilitation; and provide information useful in predicting the individual's response potential to an education and/or rehabilitation program.

SINGER

A Vocational Evaluation system designed to provide vocational assessment and occupational exploration through the use of twenty (20) work sample situations. The individual, self-paced stations require no reading, use actual work-place tools, adapt to diverse populations, and cover a variety of skill levels.

REPRESENTATIVE LINKAGES

Bureau of Rehabilitation

Child Care/Preschool:
- SPARKY Preschool Program
- Wayne-Westland Child Care Program
- Nankin Learning Center Babysitting

Family and Neighborhood Services

First Step Domestic Assault Project

Higher Education:
- Henry Ford Community College
- Schoolcraft Community College
- Wayne County Community College
- Madonna College
- Detroit College of Business
- University of Michigan - Dearborn Center

Michigan Employment Security Commission:
- Job Service Offices
- Work Incentive Program

Private Industry Corporation

Wayne County CETA

Wayne County Coalition for Displaced Homemakers

Wayne County Department of Social Services

Wayne County Neighborhood Legal Services

Wayne County Mental Health

Wayne-Westland Adult Community Education:
- Indian Education Program
- Job Club
- Leisure Time Program
- Senior Adults Program
- Volunteer Intergeneratinal Program

Women's Resource Center

V I T A S

INTRODUCTION

VITAS (Vocational Interests, Temperament, and Aptitude System) is designed to help people realistically match their interests, temperaments, and aptitudes to job requirements. The revised Classification Chart on the following page lists the work samples which assess each of the 16 Work Groups evaluated. The required aptitudes are measured at the lowest levels required for each group, so as not to exclude those who might be able to perform at some level in each group.

VITAS work samples require clients to demonstrate aptitudes in worker related situations. Each task is designed to elicit interests, temperaments and skills so that the capabilities of clients are evaluated in relation to the world of work. The performance on these work samples and a client's reaction to the experience of trying a variety of different types of work form the basis of a vocational recommendation.

Before beginning a VITAS evaluation, new clients should be given an orientation to the process. It should be pointed out to the clients that the work samples will give them an opportunity to try different kinds of work and to gain insight into the diversity of their interests and skills. The clients should be made aware that the evaluator will be taking notes on their performance and that a report will be written, summarizing the results of the evaluation. Meeting with the client upon conclusion of the evaluation, the evaluator should find out about client likes and dislikes, any occupational interests the client may have and review the clients performance with him/her. Vocational strengths and weaknesses should be pointed out.

To recommend a Work Group for a client, the client must have successfully completed (a 2 or 3 Rating for Time and a 2 or 3 Rating for Quality) all of the work samples representative of that group and indicated interests in the group and demonstrated suitable temperament for that group.

RATINGS

The two measures of performance, Total Time in minutes and Total Errors are rated on three point scales derived from the performance of the norming sample. A three (3) rating corresponds to the performance of the upper third of the norm sample, a two (2) rating indicates that the performance is in the range of the middle third, and a rating of one (1) means that the client's performance falls within the range of the lower third.

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DATA COLLECTION

VITAS was tested on hundreds of economically disadvantaged and State Employment Service clients in four cities across the United States: San Diego, California; Albuquerque, New Mexico; Louisville, Kentucky; and Philadelphia, Pennsylvania. The four sites were chosen to provide a cross sampling of race, geographic area and rural as well as urban dwellers. The work sample battery was then established in two operational sites in Newark, Ohio and Baltimore, Maryland, where 390 additional clients were assessed.

1980 VITAS NORMS

FOLLOWING ARE DEMOGRAPHIC DATA ON THE 1980 NORMING POPULATION:

SEX

Male	37%
Female	63%

ETHNIC GROUP

Caucasian	63%
Black	32%
Puerto Rican	1%
Other	4%

EDUCATION

8th grade or less	8%
9th grade	8%
10th grade	21%
11th grade	12%
12th grade	35%
beyond grade 12	16%

AGE

Median 25 years

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VITAS CLASSIFICATION CHART

(Revised for 1979 Guide for Occupational Exploration)

WORK SAMPLE	02.04 Laboratory Technology	05.03 Engineering Technology	05.05 Craft Technology	05.09 Materials Control	05.10 Crafts	05.12 Elemental Work: Mechanical	06.01 Production Technology	06.02 Production Work	06.03 Quality Control	06.04 Elemental Work: Industrial	07.02 Mathematical Detail	07.03 Financial Detail	07.04 Oral Communications	07.05 Records Processing	07.06 Clerical Machine Operation	07.07 Clerical Handling
#1 · Nuts, Bolts, and Washers Assembly						X		X		X						
#2 · Packing Matchbooks				X		X				X						X
#3 · Tile Sorting and Weighing				X					X							X
#4 · Collating Material Samples	X								X							
#5 · Verifying Numbers				X										X		
#6 · Pressing Linens						X		X		X						
#7 · Budget Book Assembly					X			X								
#8 · Nail and Screw Sorting (Part I)	X				X		X		X							
Nail and Screw Sorting (Part II)	X			X							X	X				
#9 · Pipe Assembly					X			X								
#10 · Filing by Letters														X		X
#11 · Lock Assembly			X		X		X									
#12 · Circuit Board Inspection							X		X							
#13 · Calculating											X	X			X	
#14 · Message Taking													X		X	
#15 · Bank Teller											X	X				
#16 · Proofreading														X		
#17 · Payroll Computation											X	X				
#18 · Census Interviewing												X	X			
#19 · Spot Welding			X				X									
#20 · Laboratory Assistant	X						X									
#21 · Drafting		X	X				X									

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DEFINITION OF APTITUDE CODES IN VITAS

N - NUMERICAL: Ability to perform arithmetic operations quickly and accurately.

S - SPATIAL: Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions, or to think visually of geometric forms.

P - FORM PERCEPTION: Ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q - CLERICAL PERCEPTION: Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

K - MOTOR COORDINATION: Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

F - FINGER DEXTERITY: Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

M - MANUAL DEXTERITY: Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

E - EYE-HAND-FOOT COORDINATION: Ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

C - COLOR DISCRIMINATION: Ability to perceive or recognize similarities or differences in colors, or in shades or other values of the same color; to identify a particular color, or to recognize harmonious or contrasting color combinations, or to match colors accurately.

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VITAS

PROFILE SHEET

WORK GROUP	WORK SAMPLE	RATINGS* TIME	QUALITY
LABORATORY TECHNOLOGY 02.04	#4 - COLLATING MATERIAL SAMPLES		
	#8 - NAIL & SCREW SORTING (PART I)		
	#8 - NAIL AND SCREW SORTING(PART II)		
	#20 - LABORATORY ASSISTANT		
ENGINEERING TECHNOLOGY 05.03	#21 - DRAFTING		
CRAFT TECHNOLOGY 05.05	#11 - LOCK ASSEMBLY		
	#19 - SPOT WELDING		
	#21 - DRAFTING		
MATERIALS CONTROL 05.09	#2 - PACKING MATCHBOOKS		
	#3 - TILE SORTING AND WEIGHING		
	#5 - VERIFYING NUMBERS		
	#8 - NAIL AND SCREW SORTING(PART II)		
CRAFTS 05.10	#7 - BUDGET BOOK ASSEMBLY		
	#8 - NAIL & SCREW SORTING (PART I)		
	#9 - PIPE ASSEMBLY		
	#11 - LOCK ASSEMBLY		
ELEMENTAL WORK: MECHANICAL 05.12	#1 - NUTS,BOLTS & WASHER ASSEMBLY		
	#2 - PACKING MATCHBOOKS		
	#6 - PRESSING LINENS		
PRODUCTION TECHNOLOGY 06.01	#8 - NAIL & SCREW SORTING (PART I)		
	#11 - LOCK ASSEMBLY		
	#12 - CIRCUIT BOARD INSPECTION		
	#19 - SPOT WELDING		
	#20 - LABORATORY ASSISTANT		
	#21 - DRAFTING		

*3 = Upper Third of Norming Sample
2 = Middle Third of Norming Sample
1 = Lower Third of Norming Sample

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WORK GROUP	WORK SAMPLE		RATINGS* TIME	QUALITY
PRODUCTION WORK 06.02	#1	- NUTS,BOLTS & WASHERS ASSEMBLY		
	#6	- PRESSING LINENS		
	#7	- BUDGET BOOK ASSEMBLY		
	#9	- PIPE ASSEMBLY		
QUALITY CONTROL 06.03	#3	- TILE SORTING AND WEIGHING		
	#4	- COLLATING MATERIAL SAMPLES		
	#8	- NAIL & SCREW SORTING(PART I)		
	#12	- CIRCUIT BOARD INSPECTION		
ELEMENTAL WORK: INDUSTRIAL 06.04	#1	- NUTS,BOLTS & WASHERS ASSEMBLY		
	#2	- PACKING MATCHBOOKS		
	#6	- PRESSING LINENS		
MATHEMATICAL DETAIL 07.02	#8	- NAIL & SCREW SORTING(PART II)		
	#13	- CALCULATING		
	#15	- BANK TELLER		
	#17	- PAYROLL COMPUTATION		
FINANCIAL DETAIL 07.03	#8	- NAIL & SCREW SORTING(PART II)		
	#13	- CALCULATING		
	#15	- BANK TELLER		
	#17	- PAYROLL COMPUTATION		
	#18	- CENSUS INTERVIEWING		
ORAL COMMUNICATIONS 07.04	#14	- MESSAGE TAKING		
	#18	- CENSUS INTERVIEWING		
RECORDS PROCESSING 07.05	#5	- VERIFYING NUMBERS		
	#10	- FILING BY LETTERS		
	#16	- PROOFREADING		
CLERICAL MACHINE OPERATION 07.06	#13	- CALCULATING		
	#14	- MESSAGE TAKING		
CLERICAL HANDLING 07.07	#2	- PACKING MATCHBOOKS		
	#3	- TILE SORTING AND WEIGHING		
	#10	- FILING BY LETTERS		

*3 = Upper Third of Norming Sample
2 = Middle Third of Norming Sample
1 = Lower Third of Norming Sample

USED WITH PERMISSION

APPENDIX C

PRELIMINARY EVALUATION REPORT

PROJECT PLANE

Respondent Groupings:

Pre/Post Group	36 34	Pre:	Administered in large group and some individuals in March-April 1982
		Post:	Administered 1-3 months upon completion of services of Project PLANE
Pre Only Group	67		Completed Questionnaire but did not show up for services, received some services but never experienced exit interview, etc.
Post Only Group	78		Completed Post Questionnaires only: were receiving Project PLANE services before the pre-instrument was finalized.

Submitted by
Paul J. Poledink
Internal Evaluation

PROJECT GOAL III.

Implementation of an evaluation component designed to measure:

a. The success of Project PLANE in helping the recipients of its services recognize, plan, and implement their academic vocational and personal career/life goals.

b. The number and kind of academic and vocational course offerings and the support services available for Project PLANE participants.

c. The general cost effectiveness of implementing Project PLANE both as a separate component and as a projected integral component of the adult education counseling system.

Objective A: The students receiving the services of Project PLANE will be aware of their own aptitudes, interests, and skills.

Objective B: The students receiving the services of Project PLANE will be aware of the opportunities available to them for academic learning, vocational skills training, and/or personal guidance support.

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Objective C: The students receiving the services of Project PLANE will be appropriately placed in courses and/or sequential programs designed to meet their future goals and objectives.

Objective D: The students receiving the services of Project PLANE will regain a more positive attitude towards schooling and educational services.

Objective E: The students receiving the services of Project PLANE will hold a more positive attitude toward themselves regarding their own self-concept and their future success.

Objective F: The students receiving the services of Project PLANE will more likely remain in academic and/or vocational programs than if they had not received the service of the project.

Objective G: The school district through Project PLANE will list and identify the number and kind of all academic courses, vocational training programs, and support services utilized by Project PLANE participants.

Objective H: The school district through Project PLANE will list and identify the academic course, vocational programs, and support services needed but unavailable to Project PLANE participants.

Objective I: The school district through Project PLANE will determine the cost per participant based upon the total number of participants serviced and the total cost of the Project.

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Objective J: The school district through Project PLANE will determine the cost of integrating the concepts and procedures of the project into the overall adult education counseling activities.

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PRE - EVALUATION QUESTIONNAIRE

In order to help determine the effectiveness of our counseling efforts, we are asking you to complete the following items by circling the most appropriate responses.

	YES	NO	NEED HELP/ INFORMATION
1. I feel I know my own interests, aptitudes, and skills as they might apply to a particular career or job.	1	2	3
2. I am aware of the many new career opportunities available to me.	1	2	3
3. I am aware of the many educational and training programs available to me.	1	2	3
4. I know my own career goals in life and how to achieve them.	1	2	3
5. I know my own personal goals in life and how to achieve them.	1	2	3
6. I have planned my educational program so that it includes my career goals.	1	2	3

POST - EVALUATION QUESTIONNAIRE

In order to help determine the effectiveness of our counseling efforts, we are asking you to complete the following items by circling the most appropriate responses.

	YES	NO	NEED HELP/ INFORMATION
1. I feel I know my own interests, aptitudes, and skills better.	1	2	3
2. I am aware of the career opportunities available to me.	1	2	3
3. I am aware of the educational and training programs available to me.	1	2	3
4. I am aware of my own career goals in life and how to achieve them.	1	2	3
5. I am aware of my own personal goals in life and how to acheive them.	1	2	3
6. The counselors were able to recommend various educational opportunities to me.	1	2	3
7. I want to complete my educational program.	1	2	3
8. I have a greater desire to come to classes.	1	2	3
9. I feel confident that I will be able to complete my career and placement goals.	1	2	3

OBJECTIVE A: The students receiving the services of Project PLANE will be aware of their own aptitudes, interests and abilities.

Evaluation Questionnaire Data

Statement #1

(PRE) 1. I feel I know my own interests, aptitudes, and skills as they might apply to a particular career or job.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	8	7	18
	22%	19%	50%
Single Pre Response Group 67	32	9	25
	48%	13%	37%

(POST) 1. I feel I know my own interests, aptitudes, and skills better.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 34	33	0	1
	97%	0%	3%
Single Post Response Group 78	73	1	3
	94%	1%	4%

Percentages do not always total 100%, because of participants failure to respond in some cases.

OBJECTIVE B: The students receiving the services of Project PLANE will be aware of the opportunities available to them for academic learning, vocational skills training, and/or personal guidance support.

Evaluation Questionnaire Data

Statement #2

(PRE) 2. I am aware of the many new career opportunities available to me.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	4	12	20
	11%	33%	55%
Single Pre Response Group 67	20	22	36
	30%	33%	24%

(POST) 2. I am aware of the career opportunities available to me.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 34	32	0	1
	94%	0%	3%
Single Post Response Group 78	66	1	11
	85%	1%	14%

Percentages do not always total 100%, because of participants failure to respond in some cases.

OBJECTIVE B: The students receiving the services of Project PLANE will be aware of the opportunities available to them for academic learning, vocational skills training, and/or personal guidance support.

Evaluation Questionnaire Data

Statement #3

(PRE) 3. I am aware of the many educational and training programs available to me.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	7	11	16
	19%	31%	44%
Single Pre Response Group 67	23	16	28
	34%	24%	42%

(POST) 3. I am aware of the educational and training programs available to me.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 34	31	2	1
	91%	6%	3%
Single Post Response Group 78	75	0	2
	96%	0%	3%

Percentages do not always total 100%, because of participants failure to respond in some cases.

OBJECTIVE C: The students receiving the services of Project PLANE will be appropriately placed in courses and/or sequential programs designed to meet their future goals and objectives.

Evaluation Questionnaire Data

Statement #6

(PRE) 6. I have planned my educational program so that it includes my career goals.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	9	12	14
	25%	33%	38%
Single Pre Response Group 67	21	22	24
	31%	33%	36%

(POST) 6. The counselors were able to recommend various educational opportunities to me.

	Yes	No	Need Help Information
	1	2	3
Matched Pre and Post Group 34	34	0	0
	100%	0%	0%
Single Post Response Group 78	75	0	0
	96%	0%	0%

Percentages do not always total 100%, because of participants failure to respond in some cases.

OBJECTIVE D: The students receiving the services of Project PLANE will regain a more positive attitude towards schooling and educational services.

Evaluation Questionnaire Data

Statement #8

(POST) 8. I have a greater desire to come to classes.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	33	1	0
	97%	3%	0%
Single Pre Response Group 67	72	3	1
	92%	4%	1%

Percentages do not always total 100%, because of participants failure to respond in some cases.

OBJECTIVE E: The students receiving the services of Project PLANE will hold a more positive attitude toward themselves regarding their own self-concept and their future success.

Evaluation Questionnaire Data

Statement #4

(PRE) 4. I know my own career goals in life and how to achieve them.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	4	13	20
	11%	36%	55%
Single Pre Response Group 67	15	20	28
	22%	30%	42%

(POST) 4. I am aware of my own career goals in life and how to achieve them.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 34	27	1	6
	79%	3%	18%
Single Post Response Group 78	63	5	9
	81%	6%	12%

Percentages do not always total 100%, because of participants failure to respond in some cases.

OBJECTIVE E: The students receiving the services of Project PLANE will hold a more positive attitude toward themselves regarding their own self-concept and their future success.

Evaluation Questionnaire Data

Statement #5

(PRE) 5. I know my own personal goals in life and how to achieve them.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	13	10	12
	36%	27%	33%
Single Pre Response Group 67	35	10	19
	52%	15%	28%

(POST) 5. I am aware of my own personal goals in life and how to achieve them.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	30	3	1
	88%	9%	3%
Single Post Response Group 78	70	5	3
	90%	6%	4%

Percentages do not always total 100%, because of participants failure to respond in some cases.

OBJECTIVE E: The students receiving the services of Project PLANE will hold a more positive attitude toward themselves regarding their own self-concept and their future success.

Evaluation Questionnaire Data

Statement #9

(POST) 9. I feel confident that I will be able to complete my career and placement goals.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	34	0	0
	100%	0%	0%
Single Pre Response Group 67	75	0	0
	96%	0%	0%

Percentages do not always total 100%, because of participants failure to respond in some cases.

OBJECTIVE F: The students receiving the services of Project PLANE will more likely remain in academic and/or vocational programs than if they had not received the service of the project.

Evaluation Questionnaire Data

Statement #7

(POST) 7. I want to complete my educational program.

	Yes	No	Need Help/ Information
	1	2	3
Matched Pre and Post Group 36	33	1	0
	92%	3%	0%
Single Pre Response Group 67	78	0	0
	100%	0%	0%

Percentages to not always total 100%, because of participants failure to respond in some cases.

APPENDIX D

The Wayne-Westland Community, located midway between the cities of Detroit and Ann Arbor in Western Wayne County has been severely affected by the economic misfortunes of the past several years.

The community's dependence on automotive and related industries has led to an unusually high rate of unemployment.

Unfortunately, the persons most seriously affected are those with the least marketable educational skills.

The Wayne-Westland Community Schools operates a comprehensive adult and community education program, with an enrollment in excess of 10,000 area residents from Wayne, Westland and the surrounding communities.

Program offerings cover the entire spectrum of education, including Adult Basic Education, GED, vocational courses, programs for senior citizens, child development, and special interest areas.

The rapid development and expansion of these many programs created a need for a coordinating structure which would include a comprehensive assessment and referral system for our adult student population.

As a direct response by the Wayne-Westland Schools, Project PLANE, Placement through Assessment of Needs and Education, was developed; a federally funded project under Section 310 of the Adult Education Act.

Project PLANE is a model system of assessment, referral, and coordination of services. Adult students progress through each of the five program components: The Assessment Interview, Diagnostic Testing and Evaluation, The Individual Education and Employment Plan, Academic and Vocational Referrals and Enrollment, GED, Graduation and/or Employment.

Step One: The Assessment Interview includes an informal assessment.

Upon enrolling in either the Adult Basic Education or the high school completion program, every student is scheduled for an individual assessment interview.

This interview is conducted by the Project PLANE counselor to obtain the personal, educational, and employment history needed to determine the students' diagnostic and evaluative needs.

Immediately following the assessment interview, the counselor completes an informal assessment by checking off areas where the student appears to need assistance.

This checklist helps to identify which diagnostic tools should be administered and which barriers to education and employment need to be overcome.

Step Two: Diagnostic Testing and Evaluation. Diagnostic Testing and Evaluation is used to identify the students' skill level, academic abilities, career interests, self awareness, and aptitudes. Representative testing tools used are Holland's Self-Directed Search,

The Michigan Occupational Information System, The Differential Aptitude Test, The General Aptitude Test Battery, and The Vocational Interest Temperament Aptitude System.

After completing Holland's Self-Directed Search and a Moiscript, students make an appointment to record their career information on the Michigan Occupational System, also known as the MOIS.

The project counseling aide assists with job search and career exploration, helping each student to determine career interests.

The Differential Aptitude Test, or DAT, is the aptitude measurement selected by those students interested in pursuing additional education or vocational training after graduation.

The DAT scores are used to identify problem areas needing further improvement.

The General Aptitude Test Battery, or GATB, developed by the United States Employment Service, consists of two sections. Section one is a traditional paper and pencil section which measures general learning ability, verbal, numerical, and spatial aptitudes, and form and clerical perception. Section two is a hands-on measure of motor coordination, and finger, and manual dexterity.

The GATB results help students identify their potential to successfully train for/or perform a particular type of work.

The Vocational Interest Temperament Aptitude System, known as the VITAS, matches a student's aptitudes, interests, and temperaments to known job requirements.

It provides an alternative for those students for whom the traditional paper and pencil tests do not provide a true measure of their ability.

The VITAS consists of 21 work samples which are related to the 16 Worker Groups from the 1979 Department of Labor's Guide to Occupational Exploration.

Each hands-on work sample is designed to measure the individuals' interests, temperaments, and skills so that their capabilities may be evaluated as they relate to the world of work.

Notes are taken on individual student performance, and at the conclusion of the evaluation, vocational recommendations are made, based on their measured strengths and weaknesses.

By requiring students to demonstrate aptitudes in worker related situations, the VITAS gives students an opportunity to try different kinds of work and to gain insight into the diversity of their interests and skills.

Step Three: An Individual Employment and Educational Plan, or IEEP, indicates the students' present educational and occupational level, as well as, their future goals and objectives. Beginning with the construction of a career ladder.

Based on assessment and evaluation information, students are assisted in developing a career ladder which provides a workable means of moving from present interests, aptitudes, and skills to ultimate educational and career goals.

The IEEP includes realistic educational and occupational objectives based on the interests and abilities of each student. Specific steps to reach these objectives are also part of the plan.

Step Four: Academic and vocational referrals and enrollment is based upon the educational and career steps of the IEEP.

The Project counselor and the student meet to discuss the availability of needed services and to select those programs which best meet identified student needs.

In an effort to eliminate duplication of services, referrals are made to other Wayne-Westland Adult and Community Education Programs, as well as to outside agencies. Thus, developing an individualized program of service for each student.

Comprehensive academic programs are offered at both the Nankin Mills Learning Center and at Wayne Memorial High School.

To meet individual student needs, a Learning Lab has been established at Nankin Mills. Here, students may review math and English at their own pace.

Babysitting is also provided as a means of assisting students with family responsibilities.

Wayne Memorial offers a variety of classes which require more specialized equipment.

Here, an auto mechanics course is available, as is an introductory course in learning about computers.

Project PLANE counselors, working closely with the academic counselors, enroll students in vocational programs at the William D. Ford Vocational Technical Center.

Here, students receive specialized job training skills at entry level positions in a variety of areas including: Business Data Processing, Consumer Electronics, Air Conditioning and Heating, Health Occupations, Auto Mechanics, Culinary Arts, and Media Productions.

Support service referrals are also made to various community-based programs including: Wayne County CETA, Vocational Training, Health and Human Services, Mental Health Programs, The Michigan Employment Security Commission, and The State Bureau of Vocational Rehabilitation, as well as to numerous private agencies who provide services to our adult students.

This referral and enrollment system allows students to receive the full range of appropriate academic, vocational, and support services that they require in a timely and sequential manner.

GED, Graduation, and/or Employment represents step five of Project PLANE.

As students complete school, they are given a copy of their personal IEEP and a career ladder so that they may proceed individually with their plan. Copies of this information also become a part of their permanent records.

Additionally, an Alunmi Resource Center is available for graduate students seeking further assistance.

Project PLANE's comprehensive assessment and coordinated referral system provides a unique approach to help the adult student in the attainment of appropriate academic and vocational training, leading to realistic employment in an area of interest and aptitude.

Our experience demonstrates that this increased awareness of career goals and how to achieve them benefit students throughout their lives.

Gennie Egler's voice: "I feel better about myself, and I have a lot more confidence in my abilities. Coming back to school wasn't as hard as I expected it to be."

John Boley's voice: "The program was very helpful to me. I have career goals now, and the knowledge I gained I'll use the rest of my life."